



Tadpole Farm
CE Primary Academy

Safeguarding & Child Protection TFCEPA Policy VN2

This Policy is a 4 level policy

Level 4 - Powers and decisions fully delegated to local board

This policy is to be reviewed:

Annually / every two years / every three years / other

**Drafted by: Jane Leo in consultation with Sarah Turner
Consulting**

By signing on physical paper copy, signatories give consent to digital signatures being added to digital documents.

Date approved / adopted by LB	31/01/2017	Signature
Review date	 Jane Leo (Principal)	 Sue Wilkinson (Chair)
Date amended		
Page(s) amended		
Review date		
Date amended		
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POLICY LEVELS

Level 1 - Powers and decisions reserved by DBAT Board

Level 2 - Powers and decisions delegated to local board but requiring DBAT Main Board approval

Level 3 - Powers and decisions delegated to local board but actions reported to DBAT Main Board approval

Level 4 - Powers and decisions fully delegated to local board

Level 5 - Powers and decisions fully delegated to Principal and actions reported to local board

Safeguarding and Child Protection Policy

Principles

- 1.0 This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.
“The welfare of the child is paramount.” Children Act 1989.
- 1.1 All action is taken in line with the following legislation/guidance:
- [Keeping Children Safe in Education \(DfE Sept 2016\)](#)
 - Section 175 Children Act 2002
 - Working Together to Safeguard Children (March 2015)
 - Local Safeguarding Children Board guidance
 - What to do if you’re worried a child is being abused (DfE March 2015) – non-statutory advice for practitioners
 - Information-sharing :advice for practitioners providing safeguarding services (DfE March 2015)
 - The Prevent duty - Departmental advice for schools and childcare providers (July 2015)
 - [Multi-agency statutory guidance on FGM \(April 2016\)](#)
- 1.2 We will follow procedures set out by the Swindon Local Safeguarding Children Board and take account of further guidance issued by the Department for Education (DfE) and the Local Authority (LA).
- 1.2 Our policy applies to all staff, local board members, trustees, proprietors and volunteers working in the school and in positions of trust.
- 1.3 We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse or neglect and offer support to children in need. (see Appendix 4 – types of abuse and neglect)
- 1.4 Our designated safeguarding lead Jane Leo is a senior member of staff, who works in line with the requirements of the role as set out in Annex B of Keeping Children Safe In Education Sept 2016. Our deputy DSL is Emma Holt and John Spencer and is available in the absence of the DSL. Our Safeguarding Local Board Member is Sue Wilkinson, who is Chair of the Local Board.
- 1.5 **As part of the ethos of the school, the governors and staff are committed to:**
- Maintaining an attitude of ‘It could happen here’.
 - ensuring the school practises safer recruitment in checking the suitability of staff, governors and volunteers to work with children
 - understanding, and adhering to the school’s code of conduct

(Guidance for safer working practice for those working with children and young people in education settings – Safer Recruitment Consortium Group October 2015)

- establishing and maintaining a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
- supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection support plan; children will be offered access to Time to Talk; appropriate therapeutic support such as Play Therapy, Young Carers support, TAMHS. The pupil's support will be specifically tailored to need and may involve outside agencies in addition to those listed above. If the pupil is at risk of, or is, excluded the Social Worker will be informed immediately. If the pupil is absent from school and no contact can be made with home then the Social Worker will be informed immediately.
- ensuring children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- ensuring staff and volunteers know and understand the signs and symptoms of abuse, are prepared to identify children who may benefit from early help; understand their responsibility for referring concerns to the designated safeguarding lead / deputy, reporting allegations against staff, and receive appropriate training to enable them to carry out these requirements; (this includes reading Part 1 of Keeping Children Safe In Education Sept 2016)
- working in partnership with other agencies, sharing information with them, attending child protection conferences, core groups and preparing reports.
- working as an agent of referral and not of investigation.
- working in partnership with parents and carers

Working with parents and carers

- 2.0 Concerns about the welfare or safety of pupils will be discussed with parents/carers, unless to do so would increase the risk to the child. In this instance advice will be sought from Children's Social Care. Our first priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carer.
- 2.1 This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils and our duty of care. Parents/carers will be made aware of the school's safeguarding and child protection policy and procedures via the school website. The policy and procedures will also be shared during our induction meetings for parents and carers of new pupils.
- 2.2 Where a decision has been made to make a referral to children's social

care, the designated safeguarding lead should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. If this is the case advice will be taken from Children's Social Care.

Children with special educational needs and disabilities

3.0 As a school, we recognise that children who have special education needs and disabilities can face additional safeguarding and child protection challenges. These can include:-

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted upon by things like bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Types of Abuse and Neglect

4.0 **Safeguarding and child protection issues can include one or more of the following:**

- Bullying, including cyber-bullying
- Child sexual exploitation
- Forced Marriage
- Radicalisation
- Female Genital Mutilation
- Domestic Abuse
- Children missing from education
- Children missing from home or care
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Gangs and youth violence
- Gender-based violence
- Mental health
- Private-fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Further information on each of the above can be found in Part 1 and in Appendix A of Keeping Children Safe In Education (Sept 2016). **See Appendix 3 of this policy for the definitions of the four main categories of abuse.**

4.1 Further Information on:-

Radicalisation

This school recognises:-

- the positive contribution it can make towards protecting its pupils from radicalisation to violent extremism and strives to build pupils' resilience to radicalisation by promoting British values and enabling them to challenge extremist views.
- its role in protecting the well-being of particular children who may be vulnerable to being drawn into violent extremism or crime

Child Sexual Exploitation

This school recognises that:-

- 'CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.' (Keeping Children Safe In Education September 2016)

Female Genital Mutilation

This school recognises that:-

- 'Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.' (Keeping Children Safe In Education September 2016)

Staff and Governors recognise and understand that all of the above are forms of abuse and if there were concerns that a child was at risk or a victim of one or more of these, our safeguarding and child protection procedures would be followed (see flowchart 5.0 Page 7)

Peer on Peer Abuse

This school recognises that:-

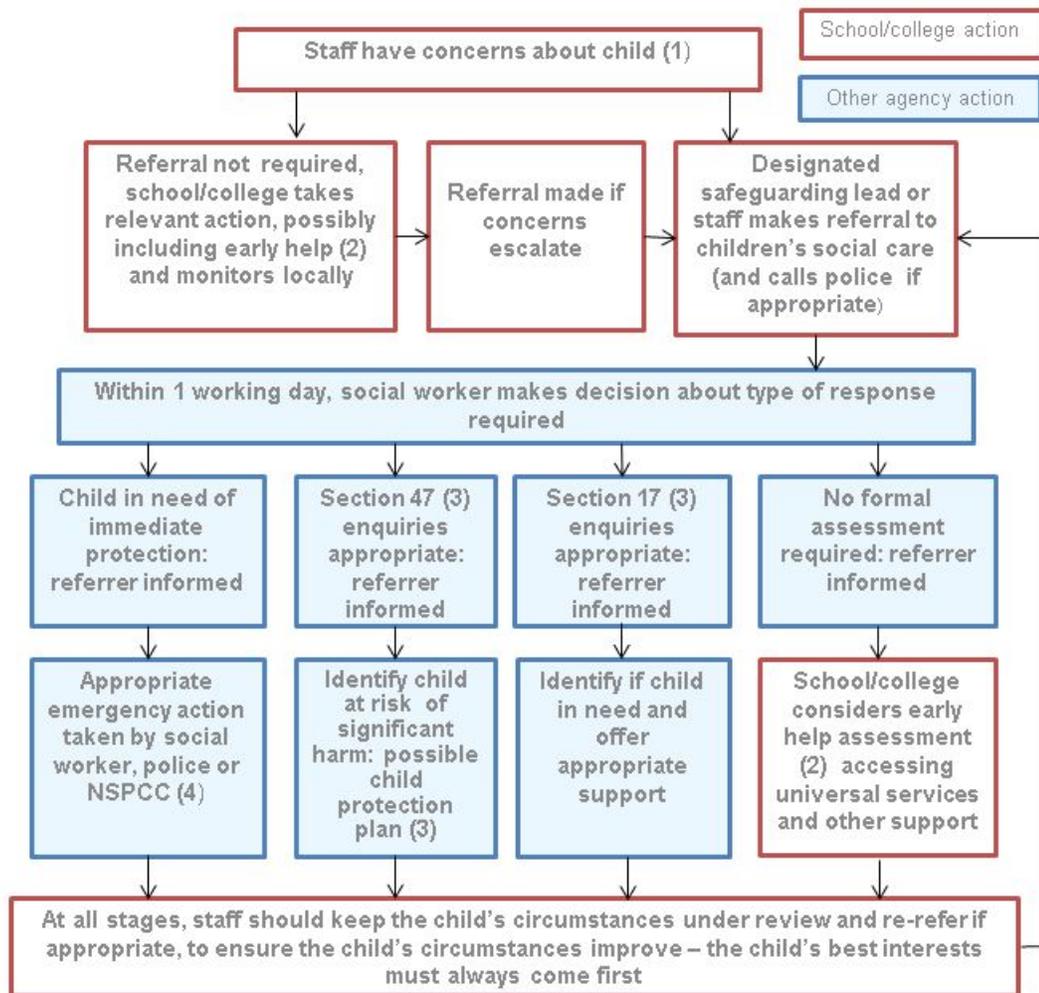
- safeguarding issues can manifest themselves via peer on peer abuse
- this is most likely to include but is not limited to bullying, gender-based violence, sexual assaults and sexting.
- This form of abuse should never be tolerated or passed off as 'banter' or 'part of growing up'.
- anti-bullying focus weeks; Christian values lived on a daily basis; in-depth PHSE learning; safe spaces and design all contribute to minimising the risk of peer on peer abuse
- any pupil subject to such abuse will be supported with Time to Talk, TAMHS, directed to external group support such as Child Line and any other therapeutic service as should be required

4.2 Our safeguarding and child protection policy should be read in conjunction with the following relevant policies:

- Positive Handling and the Use of Reasonable Force
- Anti-bullying
- Anti-racism
- Attendance
- Health and Safety
- Behaviour
- Exclusions
- Equal Opportunities
- PHSE
- Online Safety
- School Security
- Educational Visits
- Medical Needs
- First Aid
- Lone Working
- Recruitment
- Children looked after
- Children missing in education

5.0

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see section 7.0 of this policy.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

Any staff member who has a concern about a child's welfare can make a referral to social care.

Record Keeping

- 6.0 Any member of staff or volunteer receiving a disclosure of abuse, or noticing possible abuse, will :-**
- make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the full date, time and location. (where possible this will be recorded onto appendix 1 – concern / disclosure form)
 - record any observations of marks, bruises or injuries on a body map outline, with some indication given about the size and shape of the injury. **Staff will not take photographs of injuries.**
 - The concern / disclosure will be discussed with the designated safeguarding lead as soon as possible.
 - All hand-written records will be retained, even if they are subsequently written up onto a concern/disclosure form.
- 6.1 Written records of concerns about children will be kept, even where there is no need to make a referral immediately.
- 6.2 All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and will be kept securely, separate from other records.

- 6.3 A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, **noting actions and outcomes**. Significant events, for example a Team Around the Child (TAC) meeting or child protection conference should also be noted on the chronology.
- 6.4 The quality of child protection records will be monitored by the Head teacher / Principal. The schedule for this quality assurance will take place at least annually.
- 6.5 Where a child moves school, the safeguarding / child protection documentation will be passed immediately and confidentially to the receiving school, separate from general records. Where possible the DSL will arrange to meet with the DSL from the receiving school to discuss the safeguarding / child protection information in more detail. The receiving school will be asked to sign to confirm that the transfer has taken place successfully and this signed record will be kept on file. Where a pupil is transferring into our school, a request for information will be sent to the previous school if there is no evidence of a safeguarding / child protection file, when records are received. This will prompt the previous school to check whether any safeguarding / child protection records exist.
- 6.6 Confidentiality will be maintained and information relating to individual pupils / families shared with staff on a strictly need to know basis.
- 6.7 Joint investigation procedures – for guidance on the joint investigations see appendix 2
- 6.8 There are occasions when social care will contact school and request a phone number for a parent or carer. The caller's identity will be verified before releasing this information and the school should confirm with social care whether or not the family should be informed about the request.

7.0 Managing Allegations Against Staff

If you become aware that a member of staff may have:

- behaved in a way that has harmed, or may have harmed a child or
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children



The child and/or alleged abuser SHOULD NOT be questioned but a record made of what has been reported. **The alleged abuser should not be informed of the allegation at this stage.**

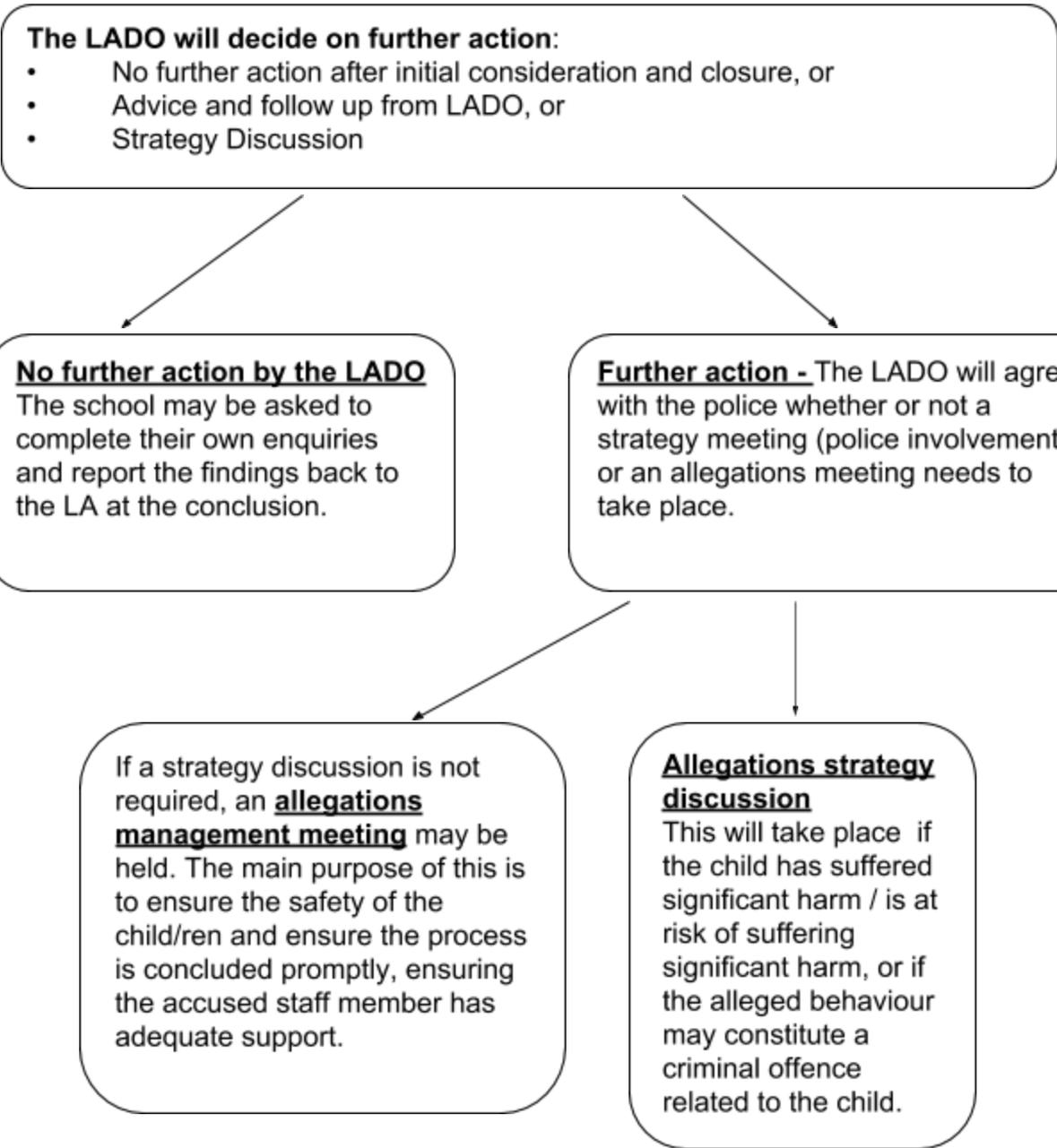


Report immediately to your Head Teacher (or the Chair of Governors if the allegation is about the head teacher)
(or in their absence, the Deputy Head, or designated safeguarding lead)



Report the allegation to Children's Social Care
Please state to the advice and information officer who takes your call that you are calling in relation to an allegation against staff. They will alert the LADO of your call.

Within one working day



The Head teacher / Principal / Chair of Governors will be invited to these meetings.

- 7.1 The school is legally obliged to make a referral to the Disclosure and Barring service, if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm.
- 7.2 The school has a code of conduct in place, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document.
- 7.3 Historical allegations of abuse should also be referred to the police.

Concerns about safeguarding practice within our school / college

- 8.0 Staff and volunteers follow the whistle-blowing guidance (included in Safer Working Practice) to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime.
- 8.1 Where a member of staff feels unable to raise a concern with their employer or feels that their genuine concerns are not being addressed, the [NSPCC whistle-blowing helpline](#) is available to them.

Training

- 9.0 The designated safeguarding lead and deputy undergo training to provide them with the knowledge and skills required to carry out their roles. This is updated every 2 years. In addition to this formal training, their knowledge and skills are updated at regular intervals but at least annually. This is via newsletters, meetings and reading. The formal training is accessed from the Local Safeguarding Children Board www.swindonlscb.org.uk.
- 9.1 All staff and volunteers working in our school receive regular safeguarding and child protection training and updates, as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.
- 9.2 Adults visiting the school (including temporary and supply staff) are made aware of basic information in respect of the school's safeguarding and child protection procedures, including the name of the designated safeguarding lead.
- 9.3 All new staff receive basic awareness safeguarding and child protection training as part of their induction. (This may take the form of 'in-house' training or through the LSCB)

- 9.4 Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.
- 9.5 The designated safeguarding lead and their deputy keep up to date with local and national advice and guidance on safeguarding and child protection, and attend additional training as is necessary to effectively fulfil their roles.
- 9.6 Training records are kept up to date, recording the date, focus and level of training received by individuals.

The Role of the Governing Body

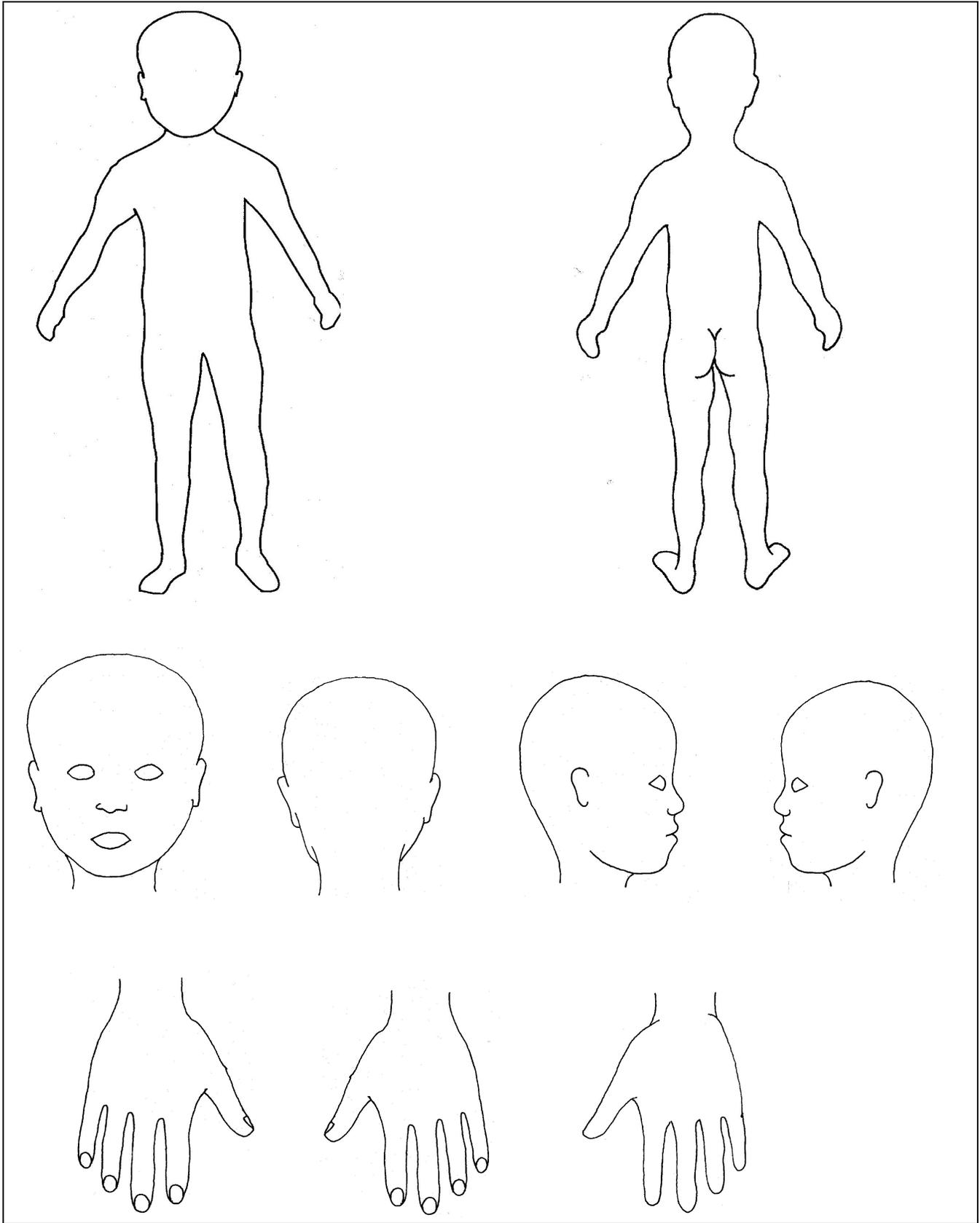
- 10.0 The Governing Body ensures that all statutory duties with regard to Safeguarding and Child Protection are fulfilled, as detailed in 'Keeping Children Safe in Education ' Sept 2016, chapter 3.
- 10.1 The school completes an annual review or audit of school safeguarding in partnership with the designated governor for safeguarding.
- 10.2 The Governing Body ensures that where weaknesses are identified; within the annual school safeguarding audit; through on-going monitoring of safeguarding and child protection procedures; other sources, these are addressed explicitly within the School Improvement Plan. The Governing Body regularly monitors the implementation and impact of the identified actions.
- 10.3 The Chair of Governors (or designated governor for safeguarding and child protection, if they are not the chair), in liaison with the designated person, ensures that the school has robust safeguarding and child protection policy and procedures in place, which are known to all members of staff, and up-dated at least annually.
- 10.4 The Governing Body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection, in line with LA ['Safeguarding Guidance for Commissioned Extended School Provision and Lettings'](#).

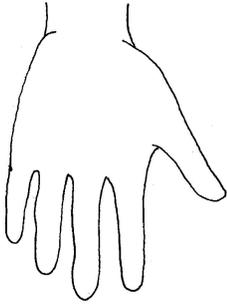
Safer Recruitment

- 9.0 Safer recruitment procedures are in line with the current legislation, Keeping Children Safe in Education, [July 2016](#). This is where further detail can be found.
- 9.1 An enhanced DBS certificate, which includes barred list information, is required for any staff and volunteers who will be engaging in regulated activity (working unsupervised with children). For all other staff and volunteers who have opportunity for regular contact with children, but who are not engaging in regulated activity, an enhanced DBS check, which does not include a barred list check, will be appropriate. For Local Board members there will be an enhanced DBS check as well as a barred list check.
- 9.2 In addition, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.
- 9.3 A single central record is kept by the school and meets the requirements as set out in chapter 3 of 'Keeping Children Safe in Education' (Sept 2016)

Review

This policy is reviewed on an annual basis, and updated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.





Page 3 of 3

Date of notification to DSL/ deputy:

Name of DSL/ deputy:

Detail of decision / action by DSL or deputy:

Reason(s) for this decision or action by DSL or deputy:

Notes of feedback between DSL / deputy and the person who raised this concern, including date of feedback:

Record of discussion with another professional (giving full name/ role and agency)

Tick to confirm added to pupil's chronology
and copy placed in pupil's safeguarding file

Date for review:

Name of person(s) to review:

Appendix 2 Guidance About Joint Investigations (Social Care and Police) which take place in Schools

- School will receive a phone call to let them know that a joint investigation has been agreed, following the Strategy discussion / meeting
- School will be informed at this stage whether parents/carers have been informed about the joint investigation taking place
- A social worker will attend, accompanied by a police officer (most likely to be a Police officer from the Child Abuse Investigation Team or the Domestic Abuse Investigation Team). The Police will be plain clothed and will attend in an unmarked car.
- The professionals will speak to the child on arrival and establish whether they wish someone from school to be present during the interview
- The interview will be recorded in note form by the Police
- If a disclosure is made, the interview will be stopped and will continue at the Police station. This will be a video interview. A member of school staff may accompany the child/young person to the Police station only if required
- There is no requirement for members of school staff to record minutes / notes during the school meeting, as this could jeopardise possible future court outcomes
- The decision of the timings to inform parents will be agreed by the social worker and the Police, prior to the meeting.

Appendix 3 - Types of abuse and neglect (Taken from Keeping Children safe In Education , Sept 2016)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of,

sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.